

Rhode Island Department of Education  
Office of Student, Community and Academic Supports

School Support System Report and Support Plan

Woonsocket Education Department  
March 24 – 27, 2014

**SCHOOL SUPPORT SYSTEM**  
**A Collaborative System of Focused Monitoring**

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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***Woonsocket Education Department  
SCHOOL SUPPORT SYSTEM REVIEW***

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<b>1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>The RIDE, Office of Students, Community &amp; Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.</p> <p>The following schools were reviewed during the School Support System process:</p> <ul style="list-style-type: none"> <li>-Globe Park, Pothier, Citizens, Savoie, Harris, and Bernon Heights Elementary Schools</li> <li>-Hamlet and Villa Nova Middle School</li> <li>-Woonsocket High School</li> </ul>	Data Analysis State Performance Plan		
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2010 – June 30, 2011 State Performance Plan information on Woonsocket Education Department Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 90.64%. (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 11.65% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 6.11 % (RI District Average is 6.27%)</p> <p>The program continuums described in the elementary, middle and high school settings of Section I are considerably more restrictive/self-contained than the above LRE percentages would indicate. It is unclear why, if 90% of students are educated with typical peers more than 80% of the time, Woonsocket would have such a large number of restrictive/self-contained settings.</p>	Data Analysis State Performance Plan		

Result	2	<p>Participation and performance of children with IEPs on statewide assessments (<b>State Performance Plan Indicator #3</b>):</p> <ul style="list-style-type: none"> <li>A. The district's disability subgroup (did meet the State's minimum "n" size) met the State's AYP targets for the disability subgroup</li> <li>B. Participation rate for children with IEPs. 97.20%</li> <li>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 25.16% (state target 28%).</li> </ul>	Data Analysis State Performance Plan		
Result	3	<p><b>Instructional Strategies and Supports</b></p> <p>Throughout the district there were varying examples of student centered, teacher-facilitated technology, with posted rubrics, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to Common Core Standards.</p> <p>Use of student assessment and performance data to inform instructional practices varied throughout the schools reviewed. School faculty are engaged in analyzing student data such as the Developmental Reading Assessment (DRA), NECAP, student work and performance along with classroom observations to discuss student placement (reading and math) and instructional strategies.</p>	Data Analysis Interviews Observation		
Result	4	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RtI)/Academics</b></p> <p><b>Elementary Level (Academic Supports)</b></p> <p>The elementary schools reviewed all had teams, designated chairs and they have regularly scheduled meetings. Some elementary schools are more consistently following the district protocol. Title I teachers provide interventions utilizing Fountas &amp; Pinnell, district math assessments and NECAP to help determine student needs. There is inconsistent staff support at Tier III across schools. The elementary level does not have systemic structures to support the fidelity of implementation checks to verify consistency of intervention delivery and of progress monitoring assessment.</p> <p>In some schools (Harris, Savoie, Globe Park and Bernon Heights Elementary Schools), there is a perception that all students must go through all tiers for 40 days until the referral to the evaluation team occurs. Not all staff are aware of the district RtI protocol of waiving the 40 days of intervention in cases where the presenting information is extreme and/or clear.</p>	Data Analysis State Performance Plan	Review, refine, develop and implement a culturally responsive multi-tiered system of support.	Timeline: Immediately and ongoing. Progress check: December 2014

		<p><b>Middle Level (Academic Supports)</b></p> <p>MTSS is not occurring at the middle school level as a systematic and coordinated activity. Evidence of a universal targeted and intensive instructional model addressing both academic including supports that are evidenced based, along with assessment tools, intervention and progress monitoring strategies, management practices and protocols has yet to be developed.</p> <p><b>High School Level (Academic Supports)</b></p> <p>Rtl is in the very beginning stages. A team has been formed. Math remediation classes, Read 180 and E-Learning are interventions offered. The E-Learning Academy is housed in the Career and Technical Center and targets older students in need of recouping credits for graduation. Extended learning opportunities are also available for credit recovery. These are individualized per the student's needs.</p>																																																					
Result/ Compliance	5	<p><b>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</b></p> <p style="text-align: center;">ED</p> <table border="1"> <tr> <td>White</td> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>Students with Disability</td> <td>81</td> <td>73</td> <td>64</td> <td>52</td> </tr> <tr> <td>Total Students</td> <td>3156</td> <td>3072</td> <td>2972</td> <td>2899</td> </tr> <tr> <td>District Risk</td> <td>2.57</td> <td>2.38</td> <td>2.15</td> <td>1.79</td> </tr> <tr> <td>Distict Risk Ratio</td> <td>4.1</td> <td>4.2</td> <td>4.0</td> <td>3.3</td> </tr> </table> <p style="text-align: center;">OHI</p> <table border="1"> <tr> <td>White</td> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>Students with Disability</td> <td>165</td> <td>153</td> <td>148</td> <td>139</td> </tr> <tr> <td>Total Students</td> <td>3156</td> <td>3072</td> <td>2972</td> <td>2899</td> </tr> <tr> <td>District Risk</td> <td>5.23</td> <td>4.98</td> <td>4.98</td> <td>4.79</td> </tr> <tr> <td>District Risk Ratio</td> <td>5.3</td> <td>4.9</td> <td>4.7</td> <td>4.5</td> </tr> </table>	White	2010	2011	2012	2013	Students with Disability	81	73	64	52	Total Students	3156	3072	2972	2899	District Risk	2.57	2.38	2.15	1.79	Distict Risk Ratio	4.1	4.2	4.0	3.3	White	2010	2011	2012	2013	Students with Disability	165	153	148	139	Total Students	3156	3072	2972	2899	District Risk	5.23	4.98	4.98	4.79	District Risk Ratio	5.3	4.9	4.7	4.5	Data Analysis State Performance Plan Record Reviews	<p>Review, refine, develop and implement a culturally responsive multi-tiered system of support.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2014</p>	
White	2010	2011	2012	2013																																																			
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ASD				
White	2010	2011	2012	2013
Students with Disability	62	70	81	83
Total Students	3156	3072	2972	2899
District Risk	1.96	2.28	2.73	2.86
District Risk Ratio	4.5	5.2	4.6	4.9

OHI				
Black	2010	2011	2012	2013
Students with Disability	26	30	34	34
Total Students	609	595	615	589
District Risk	4.27	5.04	5.53	5.77
District Risk Ratio	4.4	4.9	5.2	5.4

ID				
Hispanic	2010	2011	2012	2013
Students with Disability	31	37	39	29
Total Students	1696	1684	1766	1776
District Risk	1.83	2.20	2.21	1.63
District Risk Ratio	2.5	3.4	3.5	2.6

OHI				
Hispanic	2010	2011	2012	2013
Students with Disability	65	72	71	67
Total Students	1696	1684	1766	1776
District Risk	3.83	4.28	4.02	3.77
District Risk Ratio	3.9	4.2	3.8	3.5



		<p>The Woonsocket School Department has significant disproportionality in the areas of Other Health Impaired (OHI ) for students who are White, Black, and Hispanic, in Emotionally Disturbed (ED) for students who are White, in Autism for students who are White, and is on the edge of being significant for Intellectual Disability (ID) for students who are Hispanic. A review of policies, procedures, and practices including student file reviews, disproportionality performance report, and staff interviews provides evidence of district efforts to improve and correct these areas of disproportionality and provision of EIS services to students. However, the district does have areas of disproportionate representation due to inappropriate identification practices in OHI for students who are White (DA1), ED for students who are White (TC1) specifically as it relates to provision of a full and individual comprehensive initial evaluation or re-evaluation inclusive of systemic behavior improvement data.</p> <p>School Removals/Disciplinary Policies. Throughout the district, behavioral expectations along with disciplinary action protocols and policies are defined in the student handbook.</p> <p>Woonsocket does have significantly disproportionality of total removals (both in school and out of school for any duration) for Hispanic students with IEPs. This data is from the 2012-2013 school year and is an incidence count which requires use of Early Intervening Services (EIS) for general education students K-12.</p>			
Result	6	<p><b>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of out of school suspensions greater than 10 days for students with IEPs as compared to the rate of suspensions greater than 10 days for students without IEPs.</b></p> <p>The state definition of significant discrepancy in this area requires a risk ratio equal to or greater than 2.5 for two consecutive years. In 2011-12, Woonsocket suspended 16 students with disabilities more than 10 days, and 11 general education students, resulting in a risk ratio of 4.56. In 2012-13, there were less than 10 students with IEPs with out of school suspensions greater than 10 days, so there is no significant discrepancy.</p> <p><b>Suspension (State Performance Plan Indicator #4b): Significant discrepancy in the rate of out of school suspensions greater than 10 days for students with IEPs, <u>by race /ethnicity</u> as compared to the rate of suspensions greater than 10 days for students without IEPs, by race/ethnicity.</b></p>	State Performance Plan Data analysis		

		Woonsocket had less than 10 students with IEPs suspended greater than 10 days in each racial category. There is no significant discrepancy in this area.			
Result	7	<p><b>Multi-tiered System of Support (MTSS)/Social Emotional Supports</b></p> <p><b>Elementary Level (Social/Emotional Supports)</b></p> <p>Positive supports and interventions varied by school. Staff in schools were familiar with the Assertive Discipline. Most schools do not have sufficient numbers of support staff (social worker, school psychologist or behavior specialist) to engage in prevention activities. Support staff does not use a specific curriculum when offering social and emotional supports. A few elementary schools reviewed (Citizens and Savoie) are implementing consistent practices such as positive behavioral supports and interventions as well as responsive classroom.</p> <p><b>Middle Level (Social/Emotional Supports)</b></p> <p>MTSS is not occurring at the middle school level as a systematic and coordinated activity. Evidence of a universal targeted and intensive instructional model addressing behavioral issues including supports that are evidenced based, along with assessment tools, intervention and progress monitoring strategies, management practices and protocols has yet to be developed. Throughout the middle level there were a number of social emotional resources including assertive discipline protocols. However, staff report that there was a great need for a full range of supports to address social emotional learning school-wide including staffing and program resources.</p> <p><b>High School (Social/Emotional Supports)</b></p> <p>There is currently no formalized MTSS process for social/emotional supports. Social/emotional supports are individualized per the student's needs.</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>	Data Analysis Interviews Observation	Review, refine, develop and implement a culturally responsive multi-tiered system of support.  Timeline: Immediately and ongoing. Progress check: December 2014	
Result	8	<p><b>Preschool Continuum</b></p> <p>The preschool program is located at Pothier Elementary School, a PK-2 school for 515</p>	Data Analysis State Performance Plan		

		<p>students. Four classes hold eight half-day sessions for students with disabilities that run five days a week with approximately 10 students per class.</p> <p>Currently, the district does not have a preschool or early childhood coordinator. The elementary level diagnostic prescriptive teacher/LEA Representative oversees Teaching Strategies Gold for the self-contained preschool classes at Pothier Elementary School and is not assigned for the preschool students in community placements. The special education teacher and related service providers for students in community placements manage Teaching Strategies Gold on their own.</p> <p><b>State Performance Plan Indicator #7</b></p> <p><b>Outcome 1</b></p> <p>Percent of preschool children age 3 through 5 with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"> <li>-Positive social-emotional skills (including social relationships); 94%</li> <li>-Acquisition and use of knowledge and skills (including early language/communication and early literacy); 61% and</li> <li>-Use of appropriate behaviors to meet their needs 82%</li> </ul> <p><b>Outcome 2</b></p> <p>Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"> <li>-Positive social-emotional skills (including social relationships); 83%</li> <li>-Acquisition and use of knowledge and skills (including early language/communication and early literacy); 66% and</li> <li>-Use of appropriate behaviors to meet their needs 79%</li> </ul>			
Result	9	<p><b>Program Continuum Elementary Level</b></p> <p>There are 2,359 elementary aged students in the Woonsocket Education Department and approximately 659 are elementary students with IEPs. The program continuum is as follows:</p>	Data Analysis Interviews Observation	a.) Students will have access to general education peers and not be isolated or otherwise excluded.	

Compliance	<p>-Special educators provide resource pull-out services and at times push-in when the schedule allows.</p> <p>- Intensive resources classes at each grade level, where offered, are taught by both general and special education teachers. In kindergarten, the special educator is full-time in the classroom with the general educator. In grades 1-5, the special educator works with two general education classes and a teacher assistant is scheduled to provide instructional support to students when the special educator is in the other class.</p>		<p>Timeline: Immediately and going. Progress check: September 2014</p> <p><b>b.)</b> Students will have access to general education peers and not be isolated or otherwise excluded.</p>	
Compliance	<p><b>a.)</b> At Globe Park, Pothier, Citizens, Savoie, Harris, and Bernon Heights Elementary Schools, children in the self-contained class settings receive all academic and itinerant instruction as a small group with no access to the general education class settings .(RIGL 300.14, 300.320)</p>			
Result	<p><b>b.)</b> Students sit at table according to their classroom in the lunchrooms at Harris, Pothier and Citizens which further limits interaction with general education peers. At Harris, it was observed that students in one self-contained class sat together off to the side (away from the other lunch tables) (RIGL 300.14, 300.320). At Globe Park, students may go into other self- contained classroom settings for some instruction, but, typically, not in the general education classroom settings.</p>		<p>Timeline: Immediately and going. Progress check: September 2014</p>	
Compliance	<p>In the six elementary schools visited, there were seventeen (17) self-contained class settings providing specialized instruction. Of the seventeen self-contained classes, one was for students who are medically fragile and one for students with significant social/emotional challenges. Additionally, a nonpublic special education school (Viola Berard) staffs two elementary classes for students with significant social/emotional challenges.</p> <p>Overall, the elementary special education programs are articulated by service hours more than type of program supports. Students with significant academic needs are mixed with students on grade level with significant behavioral need in some schools.</p> <p><b>c.)</b> In some elementary schools, (Globe Park, Citizens, and Bernon Heights), students in self-contained classrooms do not have equitable access to general education curriculum materials (RIGL 300.320). For instance, general educators are provided textbooks, guided reading materials, math textbooks and supplies and materials while special educators are not consistently accessing core materials. Thus, it is unclear how students in self-contained settings are able to access the general education curriculum.</p> <p><b>d.)</b> Further, some students assigned to small special education multi-grade classes are provided reading and math lessons in groups made up of both students on alternate</p>		<p><b>c.)</b>Students will have equitable access to general education curriculum.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p><b>d.)</b> Students on a diploma path will be afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers.</p>	

		assessment and students taking NECAP. It was unclear how students on a diploma path are afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18) along with instruction aligned to AAGSEs.		Timeline: Immediately and going. Progress check: September 2014	
Result	10	<p><b>Program Continuum Middle Level</b></p> <p><b><u>Hamlet Middle School</u></b></p> <p>There are 650 students attending Hamlet Middle School and approximately 104 are students with IEPs'. The Middle School follows the team model with two sixth-grade teams; two seventh-grade teams; and two eighth grade teams. The special education program continuum is as follows:</p> <p>-Resource (Cluster 6-2). There is a dedicated room (in the cluster) for students to drop in during Enrichment period (118 students in two clusters; 13 of whom have IEPs). Staff report that there is co-teaching in some of the four core areas.</p> <p>-Resource (Cluster 8-3). A special educator is assigned to 11 students and follows the group to their core classes (English, math, science, social studies). Students attend their Encore (electives) independently. Teacher of record is the content teacher and the special educator provides specialized supports.</p> <p>-Resource (Cluster 8-2). There is a dedicated room (in the cluster) for students to drop in during Enrichment period (112 students in two clusters; 24 of whom have IEPs). Teacher spends time in the four core areas as needed.</p> <p><b>a.)</b> Departmentalized special education (Team 7-7). This is a group of 61 students (6th, 7th, and 8<sup>th</sup> grade) who are assigned to teams (11-13 students per team). They travel together to social studies, science, reading, English, and math which are taught by a content certified special educator. They have gym/health and Encore courses outside of their cluster.</p> <p><b>b.)</b> Students in departmentalized special education have self-contained in physical education/health and elective classes. Hence, there is limited opportunity to integrate with</p>	Data Analysis Interviews Observation	<p><b>a.)</b>Students will have access to general education peers and not be isolated or otherwise excluded.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p><b>b.)</b> Students will have access to general education peers and not be isolated or otherwise excluded.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p><b>c.)</b> Students on a diploma path will be afforded FAPE in the LRE with regard</p>	
Compliance					
Compliance					
Compliance					

<p>Result</p>	<p>typical peers even in elective (Encore) and physical education classes. (RIGL 300.18).</p> <p>c.) It was also observed multiple times and by multiple team members that some core content area classes facilitated at varying grade levels were the same instruction/curriculum (RIGL 300.320). When asked why the response was that due to students being so far below grade level the same curriculum is used regardless of the actual grade level. It was unclear how students on a diploma path are afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18).</p> <p>-Common Planning Time (CPT) / Teacher Development Time (TDT) - is held three times a week which include one after school CPT opportunity. TDT though not formalized typically addresses student academic and behavioral needs along with emerging assessment analysis of formative and summative assessments and NECAP. Additionally, the CPT may be scheduled to met with parents and others as needed (school counselors, etc.).</p> <p><b><u>Villa Nova Middle School</u></b></p> <p>There are 654 students attending Villa Nova Middle School, 114 are students with IEPs. The Villa Nova school provides an educational experience facilitated through a middle school model for students in grades six through eight. The special education program continuum is as follows:</p> <p>-Specialized instruction is facilitated through an inclusive (push in/pull out) resource model (50 students), a departmentalized model (34 students), two self-contained settings for students with more significant intellectual challenges (25 students) and a specialized setting for medically involved students (8 students). Sixteen students are alternatively assessed.</p> <p>-Resource – Students receive their specialized instruction and support within the general education setting. As appropriate, students may receive content area remediation, re-teaching, time to complete tests/quizzes and/or organizational management skills as defined by their IEP.</p> <p>-At each grade level, a team provides an “11:1” intensive instruction model. Across content areas (ELA, math science and social studies) eleven students travel as a group (departmentalized) with randomly selected general education students. Their case</p>	<p>to accessing the grade appropriate general education curriculum taught by highly qualified teachers.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p>d.) Students will have access to general education peers and not be isolated or otherwise excluded.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p>e.) Students will have the opportunity to complete their self-help goals through a scheduled and supportive access to appropriate self-help equipment.</p> <p>A monetary process will be developed so that the teachers are</p>	
<p>Compliance</p>			

Compliance	<p>manager travels with them. Special educators provide instructional support along with student specific accommodations and modifications in the general education setting. As appropriate, special educators provide students additional supports outside of the general education setting to address remediation, re-teaching, time to complete test/ quizzes and/or student assistance in organizational management skills as defined by their IEP. The general educator, who is highly qualified in the content area, is the teacher of record for special educator students.</p>		able to access consumable supports and materials in order to facilitate their student's self-help goals.	
Compliance	<p>-There are two self-contained settings provided for students with more significant intellectual and/or behavioral challenges needing individualized direct instruction along with life skills development as appropriate.</p>		<p>Timeline: Immediately and going. Progress check: September 2014</p>	
Compliance	<p><b>d.)</b> A self-contained setting is provided for sixth grade students experiencing social emotional challenges along with learning disabilities. There are currently nine students participating in this academic setting receiving their specialized instruction by a special education teacher with the support of a teacher assistant. Currently, students do not have access to the full range of Encore classes (as their typical peers do) and attend what is offered as a self-contained group which includes health and physical education classes (RIGL 300.320).</p>		<p><b>f.)</b> Students will be afforded FAPE in the LRE with regard to accessing the grade appropriate general education curriculum taught by highly qualified teachers (including Encore classes).</p>	
Compliance	<p><b>e. )</b> A second self-contained setting is provided for sixth, seventh and eighth grade students who are all eligible to be alternately assessed. There are currently 14 students participating in this academic setting supported by four adults (special education teacher, class teacher assistant and two one- on-one assistants). Though the setting offers an opportunity to explore daily life skill experiences (appliances/washer, dryer and stove), they are currently not being utilized to support instruction due to lack of funding and the overall limited classroom space. There is no budget or reimbursement process to support the completion of IEP goals (self-help goals, adapted recipes) and other functionally based life skills goals that involve consumable supplies (RIGL 300.302). Students are not engaged in school-wide activities that would offer vocational and/or daily living skills.</p>		<p>Timeline: Immediately and going. Progress check: September 2014</p>	
	<p><b>f.)</b> Students do not have the same access to electives as their typical peers (RIGL 300.320). This is because they participate in Encore classes as a group which is limited to music, math and keyboarding quarterly which they may repeat throughout out the school year (RIGL 300.320).</p>		<p><b>g.)</b> Students will be afforded FAPE in the LRE with regard to accessing the grade appropriate general education curriculum taught by highly qualified teachers (including</p>	
	<p>-A specialized self-contained setting is provided for medically involved students. There are currently eight students participating in this academic setting. All are alternately assessed. Academic instruction is supported by picture exchange, assistive communication devices along with visual stimulation and tactile stimulation items, sensory</p>			

	<p>integration items, vestibular and proprioceptive items along with object texture items. Most supportive materials and supplies are paid for by the special education teacher. Students participate with their typically developing peers through lunch, school-wide events, assemblies and a specialized peer buddies program.</p> <p><b>g.)</b> Students additionally participate in some Encore classes as a group; however, do not have access to all Encore courses offered to their typical peers (RIGL 300.320).</p> <p><b>h.)</b> A self-contained setting is offered for students requiring special education and English Language Learner (ELL) needs. WIDA English language proficiency standards are the foundation of the curriculum. There are currently 10 students participating in the academic setting. Two students are alternately assessed and eight students (two in-7<sup>th</sup> grade and two students in 8<sup>th</sup> grade) are currently receiving core content instruction by the special educator who is also ESL certified. This individual is not highly qualified in any core content areas. It was unclear how students on a diploma path are afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18), (JK6, JK7, JK8, JK9). Students additionally participate in some Encore classes as a group; however, do not have access to all Encore courses offered to their typical peers (RIGL 300.320).</p> <p>All students participating in the self-contained settings remain together for their Advisory program.</p> <p>Enrichment periods are scheduled daily to offer students opportunities to make up class work, extra help, skills development and/or resource support.</p> <p><b><u>Alternative to Suspension (Middle Level)</u></b></p> <p>PASS (Positive Alternative to School Suspension) - is an in school suspension room run by special educator. Teachers send down student work from core content classes for students to complete.</p> <p>MATS ((Middle School Alternative to Suspension) - held after school (2:30-5:30) at the high school. Students are required to serve a specific number of days for more serious infractions or if they are close to 10 days of suspension. Please see the MATS description in the high school program continuum for further information.</p> <p>At Villa Nova Middle School there is an assertive discipline plan to address class expectations and consequences for behavioral infractions. Though documentation is recorded daily regarding student behavior, data collected is not analyzed to create</p>		<p>Encore classes).</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p><b>h.)</b> Students on a diploma path will be afforded FAPE in the LRE with regard to accessing the grade appropriate general education curriculum taught by highly qualified teachers.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p>	
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		<p>potential social emotional and/or behavioral strategies and interventions.</p> <p>PASS – This academic setting has been established to assist students who have engaged in inappropriate class behavior (referred by the teacher) and/or have behavioral infractions that require being out of the class setting (referred by school based administration). In each example, students continue to receive their academic support by a special education teacher who additionally provides social/emotional learning strategies. The program focuses on creating a collaborative problem solving and decision making model environment using the three “R’s” – Respect – Responsibility – and Readiness in addition to the STAR model – Stop – Think – Anticipate and Respond.</p> <p>If students are referred more than once over a three week period, a referral is made to the school social worker and school counselors for further support and intervention.</p>			
Result	11	<p><b>Program Continuum High School Level</b></p> <p>At Woonsocket High School there are approximately 1,540 and 333 have IEPs. The program continuum is as follows:</p> <p>-Co-taught classes. Approximately 8-10 co-taught classes in the math area and two in the ELA area.</p> <p><b>a.)</b>Resource (pull-out and push-in). Students have resource daily or every other day depending on need or schedule. It is an academic class and students receive a half credit or a credit for this class. Some students who have an accommodation to take testing in a small group setting are being turned away because there are no small group settings available at that time. (RIGL 300.320) (SW7, SW8,SW9, SW10).</p> <p><b>b.)</b>One of the resource teachers is a substitute and not certified as a special educator. The position has been vacant since December 2013. Substitutes do not case manage or provide services per the IEP. No one was point for ensuring that the IEP, progress reporting, and/or evaluation team meetings occurs. They have not had any progress reporting for first and second quarter. These students have just been assigned to other teachers for case management but it is unclear what specific plans are in place to resolve this issue. (RI Regulations 300.303 and 300.324).</p> <p>-Departmentalized self-contained. Classes in math, ELA and science. These classes are</p>	Data Analysis Interviews Observation	<p><b>a.)</b> Students supports will be provided per the IEP at the time when they are needed.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p><b>b.)</b> An appropriately certified individual who will also provide case management services will be recruited and hired for this position. All case management backlogs will be immediately addressed and</p>	
Compliance					
Compliance					

Compliance	<p>taught by a core content area certified teachers (who are also certified as special educators).</p> <p>-FATE (Focus Alternative Therapeutic Environment) classes for students with social/emotional challenges. Some students may be fully in a self-contained setting while others may be taking general education classes as appropriate. These classes are taught by a core content area certified teacher (who is also certified as special educator).</p> <p>-FOCUSS (Focusing on Comprehensive Urban Students Services) for 9<sup>th</sup> and 10<sup>th</sup> graders). This is a step-down program and students, if appropriate, may transfer into this program from out of district placements. This is a self-contained setting with students earning the privilege of eating lunch in the cafeteria. Students from the high school may be appropriate for the program if they demonstrate aggressive school behaviors, or have significant mental health issues.</p> <p>There is a behavior interventionist that coordinates the FATE and FOCUSS programs and a social worker assigned to the FATE and FOCUSS programs. Both provide crisis intervention and the social worker provides individual counseling per the IEP.</p> <p>There are five self-contained settings for students who are on alternate assessment and two classes for students (18-21 years of age) who are accessing transition skills.</p> <p>- A medically fragile self-contained setting for students who are accessing functional life skills and are medically fragile (four students). The teacher assistant is out on medical leave and various substitute teacher assistants have been assigned to the room. This has made consistency for establishing student routines very challenging.</p> <p>-A class for students who have significant intellectual challenges and are accessing functional life skills.</p>		<p>rectified.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p>c.) Students will have the opportunity to complete their self-help goals through scheduled and supportive access to appropriate self-help equipment.</p> <p>A monetary process will be developed so that the teacher's are able to access consumable supports and materials in order to facilitate their student's self-help goals.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p>	
Result	<p>c.) Three classes for students who are assessing functional life skills. There are a large number of students on alternate assessment at the high school (approximately 37). Yet, teachers reported there is no budget or reimbursement process to support the completion of IEP goals (self-help goals, adapted recipes) and other functionally based life skills goals that involve consumable supplies. Additionally, some alternate assessment classes have no access to self-help equipment (sink, stove, etc.) thus, it is unclear how these goals will be successfully accomplished in a functionally based setting (RIGL 300.320). Teachers also reported a need for modern/updated technology to replace antiquated computers and to assist in continued student growth to meet their IEP goals (i.e., autisMate app). For</p>		<p>d.) The schedule will be reviewed and refined in order to maximize the student's community-based</p>	

Compliance	<p>example, some students have the use of a word processor as an accommodation in their IEP. In many classes, students do not have access to word processors. Previously, the high school had used the Alpha Smarts device however, these are currently not working and the contracted technology entity has not been able to fix them as they are so antiquated (SW11), (RIGL 300.320).</p> <p>-Two Transpro classes for students who are 18-21 years of age. These classes are co-taught by two special educators. Two days a week students are in the class setting working on daily living and transition skills. For the remainder of the week students are out of the building in supported employment placement s (i.e., Landmark Medical Center, Savers, Walgreens, Burlington Coat Factory, local library and animal shelter, etc.). Two vans are available for these community-based experiences.</p> <p><b>d.)</b>Every day students return for the last two periods of the day. One of the periods students take physical education so their teachers can have their prep period. In the other period, they do family consumer science related activities taught by a special educator. It is unclear why psychical education is provided except as a convenience of the schedule to provide teachers with a prep period.</p> <p>There are three full-time social workers between the high school and the Career and Technical Center. Social workers see students for counseling per their IEP. There is a full-time psychologist as well as a two psychology interns. The interns run two social skills groups. The psychologist facilitates the students support group (therapist, counselors, social workers), the crisis team, manifestation determination and functional behavioral assessments. This group meets twice a month to review student's needs and challenges and makes community connections.</p> <p>The speech and language pathologist facilitates a social skills group (Bowling Novans) that serves students with and without disabilities. They participate in a variety of social activities. They meet once a month, typically on a Friday evening.</p> <p><b>e.)</b>There has been a tremendous amount of difficulty in procuring interpreters for high school meetings (and middle school meetings) as the interpreters frequently do not show up. Thus, meetings are rescheduled unless they procure a school-based translator. A school social worker is frequently pulled (2-4 times per month) to translate meetings for students not on her case load. It is unclear if there is a formalized process for procuring translators at the high school.</p> <p><b>f.)</b>At the high school advisories are held twice a week during fifth period. So, where a student is scheduled for their fifth period class becomes their advisory Thus, students in self-contained settings participate in self-contained advisories. It is unclear if this is</p>		<p>experiences as that is the intent of the 18-21 year old program.</p> <p><b>e.)</b> The district will review and refine it current communication protocols for procuring interpreters in order to ensure parent access of meetings. Professional development will be provided on the revised process.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p><b>f.)</b> Students will have access to general education peers and not be isolated or otherwise excluded.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p>	
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		<p>because of the scheduling requirements; however, the lack of integration with typical peers in these advisories was clearly evident.</p> <p><b>g.)</b>The updated assessment, Clinical Evaluation of Language Fundamentals 5 (CELF 5) was requested by the high school speech and language pathologist. It is unclear whom she would follow up to see if this has been purchased.</p>		<p>g.) Current assessments will be ordered to replace out of date ones. Staff will receive information on how to follow up on assessment orders. The up to date assessments will be distributed as appropriate.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p>h.) The MATs program will be relocated to the middle school. Administrative staff will receive professional development on student placement outside of the IEP process and its legal implications/ ramifications.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p>	
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		<p><b>After School Programs (located at the high school)</b></p> <p>FACTS (Focuss Alternative Consequence to Suspension). This is an after school suspension program for students (with and without IEPs) who are suspended during the day, they complete their work during this time period (2:15pm-5:15pm). There is a separate after school suspension program (MATS) for middle school students which is physically held at the high school. The high school is very concerned that the middle school, at times, sends students to MATS as a placement as opposed to an alternate to suspension. For instance, one student was sent to the MATS program with the disciplinary instructions “until further notice” (SW12). This calls into question the decision making process for placement outside of the IEP team and further the intent of administrative placement in an after school suspension program (RIGL 300.320).</p> <p>Intervention Support Services (ISS) runs during the traditional school day and functions as an in-school suspension with a special education teacher as the primary ISS teacher. Students work on the class work that they would have worked on during that day. Each student also writes reflections on what they could have done to avoid receiving a suspension.</p> <p><b>Woonsocket Career and Technical Center.</b> There are 647 students and approximately 89 have IEPs. There are approximately 1.5 resource teachers that support students (push-in and pull-out). The full-time resource teacher supports students that are scheduled for resource for two periods and pushes in for three periods. Push-in is not scheduled but on an “as needed” basis. The .5 resource teacher supports students in the resource setting for the last two periods of the day.</p> <p>The following programs are offered at the Career and Technical Center:</p> <p>Culinary Arts—Food safety, knife skills, food prep, nutrition and baking.          -Graphic Design and printing –T-shirts, poster, billboard, web pages and multi media          -Health Career. Nursing assistant, CRP and first aid, anatomy and physiology, hospital and rescue internship          -Bio technology.          -Digital Media. Broadcasting, photography and filmmaking          -Academy of Information Technology and Game Design- web design, digital imaging, Dreamweaver, animation          -Hospitality/Tourism- hotel tours, event planning, marketing /sales, destination geography, hotel lodging, management          -Automotive Technology. On board diagnostics, suspension and steering, electronic</p>			
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		<p>systems, brake systems.</p> <p>-Child Studies/Human Services. Teacher assistant certificate, on-site preschool, teacher assistant internships.</p>			
Result/ Compliance	12	<p><b>Adaptive Physical Education (APE)</b></p> <p>a.) Adaptive Physical Education (APE) is provided per the student's IEP for students who qualify except. At Globe Park Elementary School students who needed APE, per their IEP, did not receive it at all.</p> <p>b.) At Villa Nova Middle School APE is often facilitated in the large conference room due to not having access to the gym (RIGL 300.320). Their general education peers are able to access the gym for physical education. The benefits of accessing a gymnasium are weighed against the loss of instructional time due to travel time.</p> <p>c.) Further, at the middle and high school, not all students in the alternate assessment self-contained class settings qualified for APE; however, due to the schedule all students in the alternate assessment classes attend APE classes. These students (although they do not need/qualify for APE) work on lessons that target the goals of the students who do qualify for APE. It is unclear why students who do not need/qualify for APE are scheduled for APE classes as oppose to general education physical education class with typical peers. RIGL 300.320</p> <p><b>APE and Electives at the High School</b></p> <p>d.) Students in the alternate assessment settings have physical education on a daily basis. This is done to ensure that their special education teachers have their daily prep period. It is unclear why students in alternate assessment are not, as a matter of course, allowed the same access to electives as typical peers. Students in self-contained settings do not participate in elective schedule selection (like their typical peers). Hence, if a teacher wanted to have a student take an elective class they would need to get the "okay" of the elective teacher as the students are not scheduled into the class. Teachers make individual agreements with some elective teachers. For example, special educators will cover the duties of an elective teacher and the elective teacher will voluntarily provide elective experiences for students. RIGL 300.320</p>	Data Analysis Interviews Observation	<p>a.) Adaptive physical education at Globe Park Elementary School will be provided per the IEP.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p>b.) Students at Villa Nova will be offered the same equity of access to the gymnasium as general education peers.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p>c.) Students will be offered the same access to physical education as their general education peers. Students who</p>	

				<p>do not qualify for APE will not take APE.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p><b>d.)</b> Students will have equitable access to the general education curriculum including Encore classes.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p>	
Result/ Compliance	13	<p><b>Extended School Year (ESY)</b></p> <p>Extended School Year (ESY) is offered in the district per the IEP. Special education faculty at Villa Nova were not familiar with the process and/or protocols for determining eligibility for Extended School Year (ESY) services. RIGL 300.106</p> <p>Some elementary school staff at Pothier, Citizens, Savoie, and Harris Elementary Schools hold the perception that ESY is only available to students in self-contained settings and ESY packets for intensive resource or resource levels students are rejected unless there is a general education summer program where they can attend. At Globe Park and Bernon Heights Elementary Schools poor attendance from a prior ESY experience is used to disqualify a student from subsequent ESY. RIGL 300.106</p>	Data Analysis Interviews	<p>Professional development will be provided to staff regarding the process and protocols for ESY.</p> <p>Timeline: Immediately and going. Progress check: January 2014</p>	

Result	14	<b>Local Special Education Advisory Committee (LAC)</b>  The Woonsocket SELAC meets every other month, and one teacher assistant from the district attends regularly. Employee turnout is low unless there is a special presenter. The SELAC is coordinated by one chair person, but has no steady parent participation. There is a representative from the district PAC, the special education director attends and invites other district leadership as appropriate for the agenda. Communication has been very good with special education department, and they always answer questions raised at meetings. Parents are given brochures at every IEP and there are brochures in every parent corner in every school. The chair attends PTO meetings to recruit. The district supports the copies of the brochures which are available in both English and Spanish. Some parents assist with translation at meetings as needed. SELAC goals have been carried forward each year: budget and staffing issues, NECAP for students with disabilities, implementation of CC for students with disabilities. Currently there is no budget for the SELAC to provide parent training as there has been no funding for SELAC in the budget for over two years.	Data Analysis Interviews Observation		
Result	15	<b>School Efforts to Partner with Parents (State Performance Plan Indicator #8):</b>  The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2012-2013) is 8% of parents whose children have IEPs.  Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard is 41%.	Data Analysis State Performance Plan		
Result	16	<b>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</b>  The Woonsocket Education Department graduation rate is 64.9% for all students and 47.6% for students with disabilities. These rates are lower than the state average rates of 77.1% for all students and 58.5% for students with disabilities. The Woonsocket Education Department dropout rate is 21.7% for all students and 29.4% for students with disabilities. These rates are higher than the state average rates of 11.9% for all students and 20.1% for students with disabilities.	Data Analysis State Performance Plan		



<b>2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 23 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following:</p> <p>How student's progress will be measured does not note how often data will be collected consistently throughout the IEP.</p> <p>Nothing in record reviewed supported evaluations notice/meeting notice in Spanish. (interpreter was at meetings)</p> <p>The IEP notice for secondary students, in general, does not state that the review will include the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.</p> <p>No data to show progress on interventions.</p> <p>Present levels of functional performance and academic achievement do not align to post school goals.</p> <p>Present levels of functional performance and academic achievement are significantly detailed. Documentation is not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction. Information presented did not provide how statements were justified through a collection of data.</p> <p>-Short-term objectives/benchmarks though detailed for writing, social skills/behavior /abstract /inferential language are not measurable.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	<p>Data Analysis</p> <p>Interviews</p> <p>Observation</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing. Progress check: January 2015</p>	

Result	2	<b>Special Education Organizational Structure</b>  At each school level there are individuals who serve as the IEP facilitators who serve as the Local Education Agency (LEA) at all annual and initial meetings. Three on the elementary level, one at the middle level and two at the high school level. They are responsible for finalizing the IEP paperwork, ensuing procedural safeguard paperwork and related data input (EZ IEP, Medicaid information, etc.) is done properly. At the high school, the special education administrator works 9:30am-5:30pm as she is also the Coordinator for the after school program. There is a lack of clarity regarding roles and responsibility of the special education administrator as special education related issues and challenges regularly occur at the start of the school day.	Interviews		
Compliance	3	<b>Special Learning Disabilities Identification (SLD)</b>  Throughout the district special educators were unaware of the SLD requirements. General outcome measures for frequent progress monitoring of intensive interventions are not available or in use for math. Decision rules for determining sufficient progress based upon rate of improvement with repeated frequent data points over time are not evident in student files as part of eligibility data. Achievement gap data is available and evidenced in files. District-wide, staff reported little to no training on SLD determination criteria for initial evaluations and reevaluations. RIGL 300.307	Interviews Record Review Document review	The district will provide professional development on the culturally responsive process, protocols, and procedures for SLD identification per the regulations. There will ongoing supervision of the implementation process.  Timeline: Immediately and going. Progress check: September 2014	
Result	4	<b>Child Outreach</b>  The Woonsocket Education Department child outreach screenings are administered in the Child Outreach section at Hamlet Middle School by appointment September through June. Screeners do not have confidentiality for children or families in the current location which is shared with the Early Childhood Evaluation Team where EI transition evaluations and meetings occur.  The Child Outreach screeners flag the scores and the Child Outreach Coordinator	State Performance Plan data Interviews		

		<p>reviews them before sending parents notice. Children who do not hit the thresholds on the screens are referred to the evaluation team which includes the Child Outreach Coordinator, a social worker, a speech and language pathologist, and a resource teacher. When children are found eligible for special education and related services by the evaluation team, a similarly constituted IEP team meets to develop the IEP. The resource teacher who provides service in the community preschool placements typically attends those IEP meetings as the preschool teachers from Pothier are unable to attend.</p> <p>The state target for screening is 80% of children ages 3, 4 and 5. In Woonsocket's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <p>3 year olds: 26.08% 4 year olds: 40.68% 5 year olds: 42.18%</p> <p>The child outreach numbers are notably lower than the State target. Child Outreach screeners, for the past few years, have been situated in a new location each year.</p> <p>The district has had a number of vacancies in screener positions and has recently hired new screeners including two bilingual screeners who will be trained by the district in the RI Dual Language Learner screening. Child Outreach information is available online, and the contact information provided directs families to the main office number for the middle school and to the RI Dept of Education main number and website which may confuse and/or impede access to Child Outreach Screening. <a href="http://www.woonsocketschools.org/child-outreach.html">http://www.woonsocketschools.org/child-outreach.html</a></p>			
Result	5	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Woonsocket Education Department for the 2012-2013 year was at 100 % compliance for meeting evaluation timelines for initial referrals. As of 2/15/14 the Woonsocket Education Department was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2013-2014 school year.</p>	State Performance Plan data		
Result	6	<p>Throughout the district special case managers send out profile sheets (from EZ IEP) to the general education teachers along with an introduction sheet. This is done at the beginning of the year, when they start a new class and/or when they generate a new IEP.</p>	Data Analysis Interviews Document Review		

Result/ Compliance	7	<p><b>Due Process Information (State Performance Plan Indicators #16, #17,#18 &amp; #19)</b></p> <p><b><u>COMPLAINTS</u></b></p> <p><b><u>2011</u></b> <b><u># of Complaints:</u> 5 complaints during this period</b></p> <table><tr><td></td><td>ISSUE(S)</td><td>FINDING(S)</td></tr><tr><td>Complaint #1</td><td>Other</td><td>Finding of Non-Compliance</td></tr><tr><td>Complaint #2</td><td>Other</td><td>Finding of Non-Compliance</td></tr><tr><td>Complaint #3</td><td>IEP</td><td>Finding of Non-Compliance</td></tr><tr><td>Complaint #4</td><td>Other</td><td>Finding of Compliance</td></tr><tr><td>Complaint #5</td><td>IEP</td><td>Finding of Non-Compliance</td></tr></table> <p><b><u>2012</u></b> <b><u># of Complaints:</u> 3 complaints during this period</b></p> <table><tr><td></td><td>Issue(se)</td><td>Findings(s)</td></tr><tr><td>Complaint #1</td><td>IEP</td><td>Finding of Non-Compliance</td></tr><tr><td>Complaint #2</td><td>IEP</td><td>Finding of Non-Compliance</td></tr><tr><td>Complaint #3</td><td>IEP</td><td>Finding of Compliance</td></tr></table> <p><b><u>2013</u></b> <b><u># of Complaints:</u> 2 complaints during this period</b></p> <table><tr><td></td><td>ISSUE(S)</td><td>RESULT</td></tr><tr><td>Complaint #1</td><td>Other</td><td>Finding of Non-Compliance</td></tr><tr><td>Complaint #2</td><td>Other</td><td>Part Compliant and Non-Compliant</td></tr></table>		ISSUE(S)	FINDING(S)	Complaint #1	Other	Finding of Non-Compliance	Complaint #2	Other	Finding of Non-Compliance	Complaint #3	IEP	Finding of Non-Compliance	Complaint #4	Other	Finding of Compliance	Complaint #5	IEP	Finding of Non-Compliance		Issue(se)	Findings(s)	Complaint #1	IEP	Finding of Non-Compliance	Complaint #2	IEP	Finding of Non-Compliance	Complaint #3	IEP	Finding of Compliance		ISSUE(S)	RESULT	Complaint #1	Other	Finding of Non-Compliance	Complaint #2	Other	Part Compliant and Non-Compliant	Data analysis Due process resolution data	All items of noncompliance will be verified as corrected by RIDE due process resolution center personnel.	
	ISSUE(S)	FINDING(S)																																										
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Complaint #2	Other	Part Compliant and Non-Compliant																																										

**MEDIATIONS****2011****# of Mediations:** 2 mediations during this period

	ISSUE(S)	RESULT
Medication #1	Other	No Agreement Reached
Medication #2	Other	Agreement Reached

**2012****# of Mediations:** 5 mediations during this period

	ISSUE(S)	RESULT
Mediation #1	Placement	Agreement Reached
Mediation #2	Placement	Agreement Reached
Mediation #3	Placement	Agreement Reached
Mediation #4	Other	Withdrawn
Mediation #5	Other	Withdrawn

**2013****# of Mediations:** 3 mediations during this period

	ISSUE(S)	RESULT
Mediation #1	Placement	Withdrawn
Mediation #2	Other	No Agreement Reached
Mediation #3	Placement	Agreement Reached

		<p><b><u>HEARINGS</u></b></p> <p><b><u>2011</u></b> <b><u># of Hearings:</u></b> <i>No hearings during this period</i></p> <p><b><u>2012</u></b> <b><u># of Hearings:</u></b> <i>2 hearings during this period</i></p> <table><tr><td></td><td><i>ISSUE(S)</i></td><td><i>FINDING(S)</i></td></tr><tr><td><i>Hearing #1</i></td><td>Placement</td><td>Withdrawn/Settlement Agreement</td></tr><tr><td><i>Hearing #2</i></td><td>Other</td><td>Withdrawn/Settlement Agreement</td></tr></table> <p><b><u>2013</u></b> <b><u># of Hearings:</u></b> <i>1 hearings during this period</i></p> <table><tr><td></td><td><i>ISSUE(S)</i></td><td><i>FINDING(S)</i></td></tr><tr><td><i>Hearing #1</i></td><td>IEP</td><td>Withdrawn</td></tr></table>		<i>ISSUE(S)</i>	<i>FINDING(S)</i>	<i>Hearing #1</i>	Placement	Withdrawn/Settlement Agreement	<i>Hearing #2</i>	Other	Withdrawn/Settlement Agreement		<i>ISSUE(S)</i>	<i>FINDING(S)</i>	<i>Hearing #1</i>	IEP	Withdrawn			
	<i>ISSUE(S)</i>	<i>FINDING(S)</i>																		
<i>Hearing #1</i>	Placement	Withdrawn/Settlement Agreement																		
<i>Hearing #2</i>	Other	Withdrawn/Settlement Agreement																		
	<i>ISSUE(S)</i>	<i>FINDING(S)</i>																		
<i>Hearing #1</i>	IEP	Withdrawn																		
Compliance	8	<p><b>Specific Compliance Issues</b></p> <p><b>a.)</b> The current practice of providing student specific academic and behavioral profiles from the sending elementary schools (Coleman, Citizens Memorial and Harris) is typically delayed, thus, inhibits timely incorporation of interventions and supports that may have been identified through the RtI process, and or IEP development (for all levels of needs) resulting in gaps of services (JK10, JK11, JK12).</p> <p><b>b.)</b> At Globe Park Elementary School a high school student from the Career and Technical Center spends time in the medically fragile class setting as part of her vocational programming. She works with other high school students from the Career and Technical Center who are working to become teacher assistants. When the other students leave and return to the Career and Technical Center for the remainder of their day this student stays in the elementary class settings and receives her education</p>	Interviews Record Review	<p><b>a.)</b> The district's internal record transfer process will be reviewed and revised in order to ensure timely incorporation of interventions and supports so there no gaps in service.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p>																

	<p>components there (SW13). It is unclear why the student would not access her education components with age appropriate peers. (RIGL 300.320 and 300.116(f)).</p> <p><b>c.)</b> When 1-1 personal care teacher assistants are absent, substitutes are typically not provided leaving a gap in support for personal care needs during the school day. (EK5, EK6, EK7, and EK 1). This year at Citizens Elementary School, a substitute 1-1 teacher assistant was sent that did not/could not perform personal care duties for a child that needs a personal care attendant. (EK6).</p> <p><b>d.)</b> Some students in intensive resource did not have a teacher assistant available for the first half of the school year where the model called for a teacher assistant to be scheduled opposite to the special educator. This instructional teacher assistant is recorded on the IEP as "enhanced personal care if available" with no frequency or duration given. (EK8-25).</p> <p><b>e.)</b> At the middle level when general educators are absent, a special educator (and/or an Encore teacher) will be pulled from instructional time to act as substitute thus precluding special educators from providing services.</p> <p><b>f.)</b> At Pothier Elementary School when there are preschool teacher absences, therapists (speech and language pathologist, occupational therapist, etc.) help to cover classes thus precluding them from providing services.</p>		<p><b>b.)</b> Students will receive their educational components with their age appropriate peers.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p> <p><b>c.), d.), e.) and f.).</b> The district will review and refine it substitute teacher and teacher assistant process and protocols to ensure that students with IEPs do not miss services due to teacher being pulled for coverage nor will students with personal care needs have a gap in service due to adult absences.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p>	
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### 3. IDEA TRANSITION

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Indicator 12 is in its second year being out of compliance. The district was at 91% last year and this year is at 99% which is an improvement that is noted and appreciated. The goal, however, is to be at 100%. In some instances, the district or EI receive late referrals which do not afford them the full 6 month transition time.</p>	Data Analysis Interviews State Performance Plan	<p>The district will strive to meet the federally mandated requirement of ensuring that 100% of its children transition from early intervention into preschool special education services in a timely manner.</p> <p>Timeline: Immediately and going. Progress check: September 2014</p>	
Result/ Compliance	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Though some educators at Villa Nova and Hamlet Middle Schools utilize the WayToGoRI as a transition tool, the overall practice of providing eligible students with vocational/transition assessments that would inform a student's IEP is limited. Other than the specific questions noted on the IEP document, student engagement and participation in their IEP is minimal. Information garnered through the transition assessment process is not utilized to inform the overall IEP. There is limited understanding of the post school outcome/goal section of the IEP. Articulation of a comprehensive transition process from the middle level to the high school including transition tools and IEP development has not been clearly established. (RIGL 300.302 (b))</p>	Data Analysis Interviews Record Reviews	<p>The district will review its transition policies and practices with regard to the regulations. The district will develop and implement an articulation of a comprehensive transition process (scope and sequence) from the middle level to the high school including transition tools and IEP development. The district will further provide professional development in the implementation of all aspects of the transition process.</p> <p>Timeline: Immediately and going. Progress</p>	



				check: January 2015	
Result/ Compliance	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Case managers (who typically case manage approximately 11 students in a self-contained setting and 31 for the resource/departmentalized teachers) are not consistently completing vocational assessments (RIGL 300.302 (b). Some teachers reported completing student interview questionnaires.</p> <p><b>a.)</b>No one from the high school currently attends the 8<sup>th</sup> grade articulation IEP meetings so inconsistent or erroneous information leading to placement challenges occur on a regular bases. (Note: No one at the middle school attends elementary articulation IEP articulation meetings also creating issues and concerns).</p> <p><b>b.)</b>There is a Transition Coordinator position that has been vacant for the past two years. Recently a part-time person has been hired to do some transition related activities. Some teachers seem to be under the impression that the Transition Coordinator is the sole person responsible for facilitating transition/vocational assessments for all students' with IEPs.</p>	Data Analysis Interviews Record Reviews	<p><b>a.)</b> The district will review it practices, procedures and protocols for communication and participation at IEP articulation meetings to ensure consistency of information regarding programs and services</p> <p>Timeline: Immediately and going. Progress check: January 2015</p> <p><b>b.)</b>The district will review its transition policies and practices with regard to the regulations. The district will develop and implement a comprehensive transition process (scope and sequence) from the middle level to the high school including transition tools and IEP development The district will further provide professional development in the implementation of all aspects of the transition process.</p> <p>Timeline: Immediately and going. Progress</p>	

				check: January 2015	
Result	4	<p>At Woonsocket High School the case manager is the point for the Office of Rehabilitative Services (ORS) referrals at the school. Students within Woonsocket High School have not been consistently referred to ORS. This has been attributed to the Transition Coordinator position not being filled.</p> <p>At Woonsocket High School the case manager facilitates the referral to the Behavioral Healthcare, Developmental Disabilities &amp; Hospitals.</p>	Interviews Document Review		
Result	5	Summary of Performance (SOP) is facilitated by the case managers as appropriate.	Interviews Document Review		
Result	6	100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. <b>(State Performance Plan Indicator #13)</b>	Interviews Document Review		
Result	7	79% of youth who are no longer in secondary school, has IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. <b>(State Performance Plan Indicator #14)</b>	Interviews Document Review		